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ABSTRACT

Each year, Compton Community College (CCC), in California, collects statistical information on current trends related to the gender, race/ethnicity, and age of the college's student body, faculty, and classified employees. Findings from an analysis of the period from fall 1991 to fall 1994 included the following: (1) the vast majority of CCC students took credit courses, ranging from 97% to 100% over the 4 years studied; (2) the two predominant racial/ethnic groups on campus were Blacks (61% in 1994) and Latinos (41% in 1994); (3) the majority of CCC students were in their mid-twenties; (4) while between 1991 and 1994 there was a minor increase in students between the ages of 19 to 21, there were declines for students who were 22 to 25, 26 to 29, and 30 to 39; (5) more than 50% of CCC students were taking 11 units or less, while the percentage of students taking 12 units or more fell from 28% to 26%; (6) day time students comprised 76% of the total population during the period; (7) CCC's female majority increased from 58% to 63%; (8) the majority of CCC students attended for the purpose of attaining a bachelor's degree; (9) Black females outnumbered Black males 2 to 1 and Latinas outnumbered Latinos 2 to 1; (10) the number of Black and Latino students has doubled since 1993; (11) 60% of CCC students were from within the CCC district; (12) CCC faculty were 54% Black, 26% White, 11% Asian, 9% Latino, 59% male, and 41% female; (13) CCC adjunct faculty were 51% Black, 32% White, 13% Latino, 3% Asian, 60% male, and 40% female; and (14) of full-time classified employees, 73% are Black and 62% are females. Extensive graphs and data tables are included. (MAB)

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ED 374 865

# Compton Community College

# Information Notebook

# Fall 1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Prepared by the
Office of Institutional Research and Management Information Systems

October 1994

Julian S. Camacho, Director of Institutional Research

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## Introduction

The Compton Community College Information Notebook serves the purpose of informing the Compton Community College District about the student body population, faculty and classified employees in reference to gender, race/ethnicity and age. However, focus is concentrated on the student body population.

Data analysis on the student body population is based on gender, race/ethnicity, age, full/part-time, credit/non-credit, enrollment status, educational level, and educational objectives. Further analysis of students based on race/ethnicity is completed using the same elements mentioned previously. Data analysis based on race/ethnicity of the student body population is vital in understanding who is attending by gender and what they are taking. This information is vital for establishing educational guidelines in the upcoming years at Compton Community College.

Data analysis originates from fall 1991 to the present, fall, 1994. This will be an annual document available to any person interested.

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## Demographics

| | Fall Semester | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1991 | 1992 | 1993 | 1994 | 1991 | 1992 | 1993 | 1994 |
| Credit | 5492 | 5718 | 4625 | 4957 | 97% | 98% | 100% | 98% |
| Non-Credit | 191 | 131 | 0 | 103 | | 2% | 0% | 2% |
| | | | | | 5683 | 5849 | 4625 | 5060 |
| | Ethnicity | | | | | | | |
| A. Indian | 19 | 16 | 9 | 16 | 0% | 0% | 0% | 0% |
| Black | 3021 | 3293 | 2688 | 2813 | 55% | 58% | 58% | 61% |
| Asian | 93 | 116 | 82 | 89 | 2% | 2% | 2% | 2% |
| Latino | 2136 | 2026 | 1694 | 1909 | 39% | 35% | 37% | 41% |
| Filipino | 38 | 36 | 34 | 31 | 1% | 1% | 1% | 1% |
| White | 157 | 196 | 94 | 163 | 3% | 3% | 2% | 4% |
| DTS | 27 | 35 | 20 | 38 | 0% | 1% | 0% | 1% |
| | | | | | 5491 | 5718 | 4621 | 5059 |
| | Age | | | | | | | |
| Und 18 | 34 | 114 | 110 | 367 | 1% | 2% | 3% | 7% |
| 18 | 72 | 166 | 185 | 274 | 1% | 3% | 5% | 5% |
| 19-21 | 790 | 979 | 824 | 924 | 14% | 17% | 20% | 18% |
| 22-25 | 1303 | 1257 | 842 | 959 | 24% | 22% | 21% | 19% |
| 26-29 | 876 | 828 | 559 | 585 | 16% | 14% | 14% | 12% |
| 30-39 | 1382 | 1382 | 1004 | 1100 | 25% | 24% | 25% | 22% |
| 40-80 | 1031 | 938 | 554 | 791 | 19% | 16% | 14% | 16% |
| Unknown | 4 | 54 | 0 | 59 | 0% | 1% | 0% | 1% |
| | | | | | 5492 | 5718 | 4078 | 5059 |
| | Full/Part-time | | | | | | | |
| .5 | 44 | 3 | 6 | 3 | 1% | 0% | 0% | 0% |
| 1-6 | 2559 | 2631 | 1860 | 2193 | 47% | 46% | 40% | 44% |
| 7-11 | 1169 | 1403 | 1114 | 1101 | 21% | 25% | 24% | 22% |
| 12-15 | 1274 | 1251 | 1306 | 1296 | 23% | 22% | 28% | 26% |
| +16 | 433 | 402 | 339 | 366 | 8% | 7% | 7% | 7% |
| Undefined | 13 | 28 | 0 | 0 | 0% | 0% | 0% | 0% |
| | | | | | 5492 | 5718 | 4625 | 4959 |
| | Day/Evening | | | | | | | |
| Day | 4104 | 4213 | 3537 | 3852 | 75% | 74% | 76% | 76% |
| Evening | 1241 | 1424 | 1088 | 1207 | 23% | 25% | 24% | 24% |
| Both | 147 | 81 | 0 | 0 | 3% | 1% | 0% | 0% |
| | | | | | 5492 | 5718 | 4625 | 5059 |
| | Gender | | | | | | | |
| Male | 2329 | 2298 | 1785 | 1872 | 42% | 40% | 39% | 37% |
| Female | 3163 | 3420 | 2840 | 3187 | 58% | 60% | 61% | 63% |
| | | | | | 5492 | 5718 | 4625 | 5059 |
| | Educational Objective | | | | | | | |
| A | 1449 | 1673 | 1384 | 1105 | 26% | 29% | 30% | 22% |
| B | 395 | 357 | 353 | 264 | 7% | 6% | 8% | 5% |
| C | 414 | 454 | 354 | 295 | 8% | 8% | 8% | 6% |
| D | 98 | 113 | 111 | 85 | 2% | 2% | 2% | 2% |
| E | 293 | 258 | 342 | 400 | 5% | 5% | 7% | 8% |
| F | 835 | 639 | 392 | 387 | 15% | 11% | 8% | 8% |
| G | 784 | 884 | 505 | 426 | 14% | 15% | 11% | 8% |

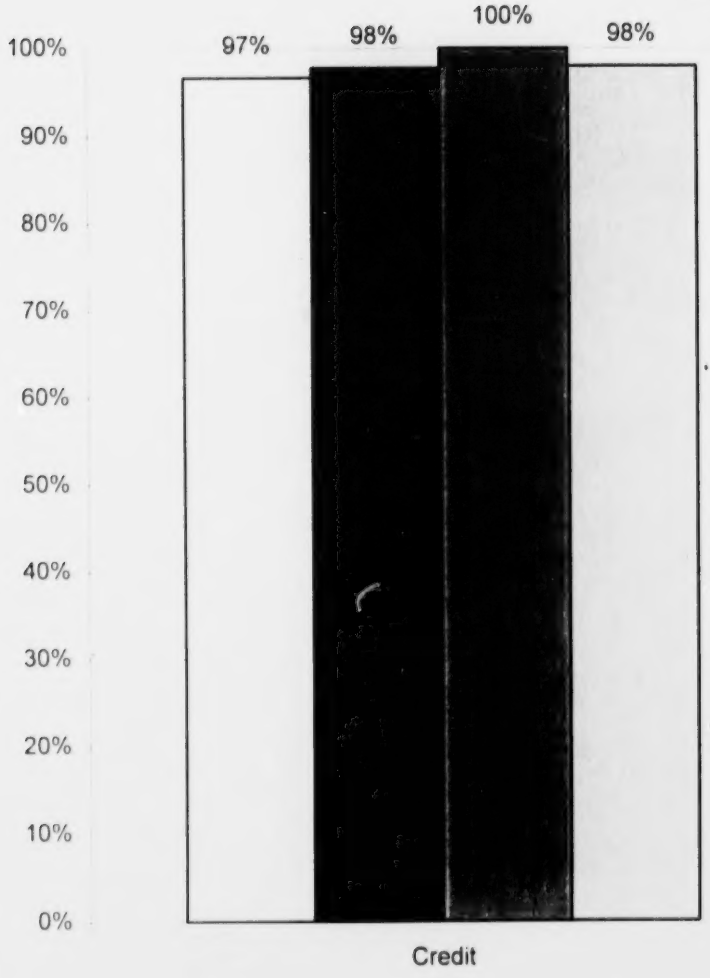
| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| H | 172 | 195 | 162 | 134 | 3% | 3% | 4% | 3% |
| I | 96 | 151 | 150 | 121 | 2% | 3% | 3% | 2% |
| J | 226 | 177 | 319 | 299 | 4% | 3% | 7% | 6% |
| K | 415 | 373 | 326 | 241 | 8% | 7% | 7% | 5% |
| L | 278 | 275 | 138 | 126 | 5% | 5% | 3% | 2% |
| M | 26 | 153 | 83 | 136 | 0% | 3% | 2% | 3% |
| X | 11 | 16 | 6 | 20 | 0% | 0% | 0% | 0% |
| Unknown | | | | 1021 | | | | 20% |
| | | | | | 5492 | 5718 | 4625 | 5060 |
| | Student Level | | | | | | | |
| H.S. | 479 | 352 | 136 | 279 | 9% | 6% | 3% | 6% |
| Freshman | 3885 | 4382 | 2613 | 2977 | 71% | 77% | 56% | 59% |
| Sophomore | 604 | 517 | 988 | 291 | 11% | 9% | 21% | 6% |
| 60 units | 285 | 245 | 611 | 115 | 5% | 4% | 13% | 2% |
| Associate | 151 | 149 | 266 | 77 | 3% | 3% | 6% | 2% |
| Bach. Deg. | 83 | 61 | 36 | 17 | 2% | 1% | 1% | 0% |
| Unknown | 5 | 12 | 15 | 1303 | 0% | 0% | 0% | 26% |
| | | | | | 5492 | 5718 | 4665 | 5059 |
| | Enrollment Status | | | | | | | |
| 1st Time | 1096 | 1074 | 715 | 342 | 20% | 19% | 19% | 7% |
| 1st Time Tran. | 523 | 537 | 358 | 139 | 10% | 9% | 10% | 3% |
| Ret. Tran. | 104 | 84 | 31 | 16 | 2% | 1% | 1% | 0% |
| Returning | 896 | 370 | 225 | 188 | 16% | 6% | 6% | 4% |
| Continuing | 2394 | 3262 | 2306 | 3337 | 44% | 57% | 62% | 66% |
| Unknown | 479 | 391 | 90 | 1037 | 9% | 7% | 2% | 20% |
| | | | | | 5492 | 5718 | 3725 | 5059 |

## Credit/Non-Credit
## Fall 1991-1994

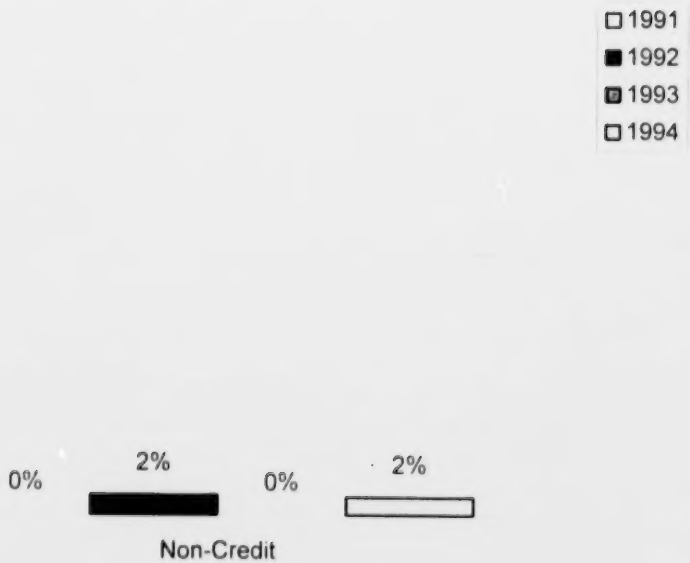
The vast majority of the students at Compton Community College take courses that are credit valued. From 1991-1994, the percentage of credit students went from 97%, 98%, 100% and back to 98%.

source: **Management Information Systems**, 1994, Compton College.

**Credit/Non-Credit**
**Fall 1991-1994**



Credit
1994

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## Race/Ethnicity
## Fall 1991-1994

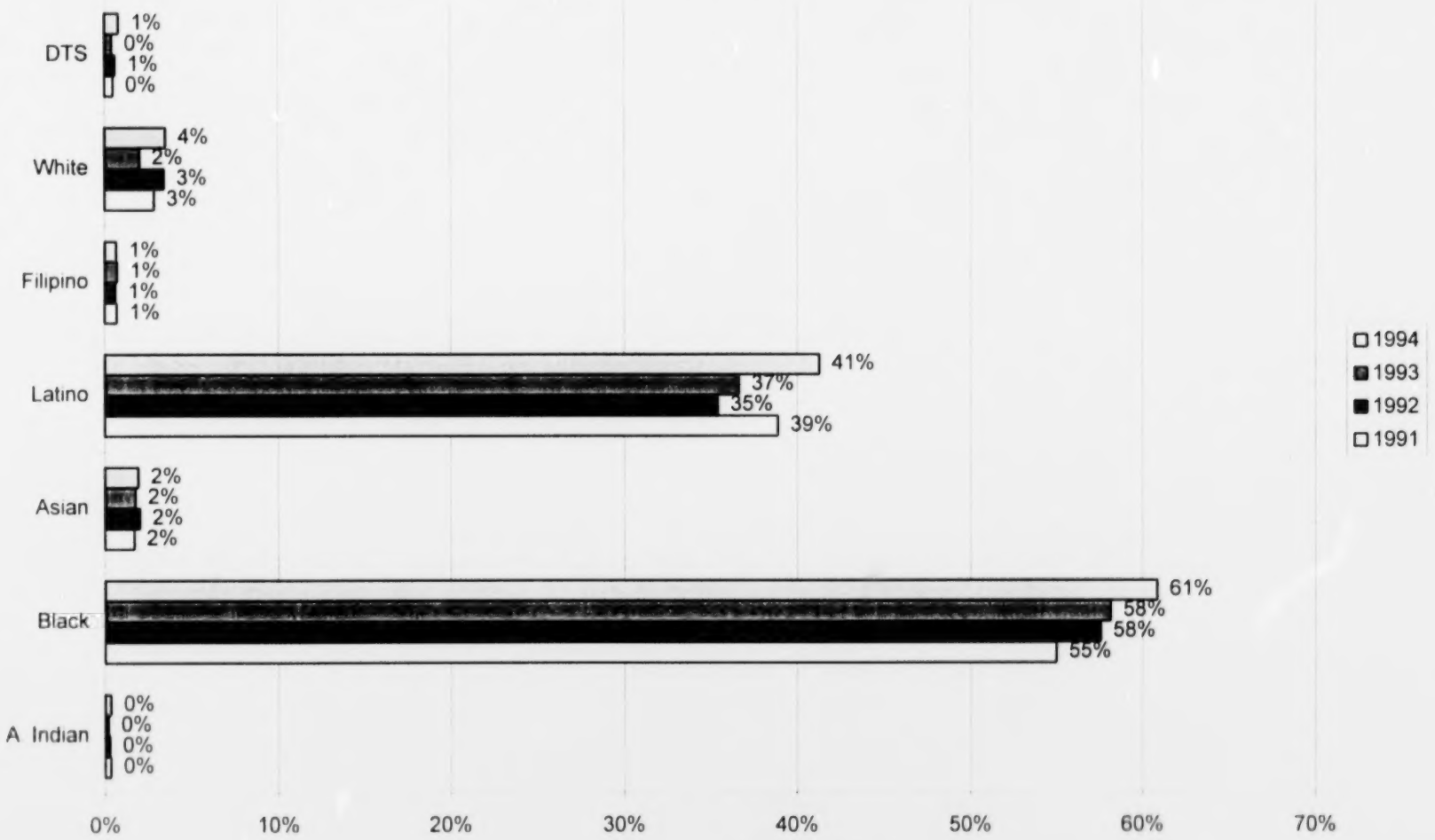
Compton Community College from 1991 to the present has had two predominant racial/ethnic groups on campus, Blacks and Latinos. The largest of the two are Black students who have had exponential growth from 1991 to the present, percentage-wise. In 1991, Compton College's Black population was 55% and has increased to 61%, however in terms of actual numbers, 1992 had the highest number of Black students with 3293. Moreover, though 1994 has the highest percentage, incomparison to 1992, there are almost 500 less Black students.

Latinos on the otherhand, has 1994 as its highest year percentage-wise at 41%, however in actual numbers, its highest year was 1991 with 2136 (See Table and Graphs On Demographics). Latinos, numbers-wise had a decline in student enrollment from 1991-1993, almost by 600 students in 1991 to 1993. There has been an adequate increase from 1993-1994 of 200 hundred Latino students, however still short 200 students from 1991.

The other racial/ethnic groups range from 2% to 4%, though in terms of actual numbers. Whites are at 163, followed by Asians with 89 for 1994.

source: **Management Information Systems**, 1994, Compton College.

**Race/Ethnicity**
**Fall 1991-1994**



## Age
## Fall 1991-1994

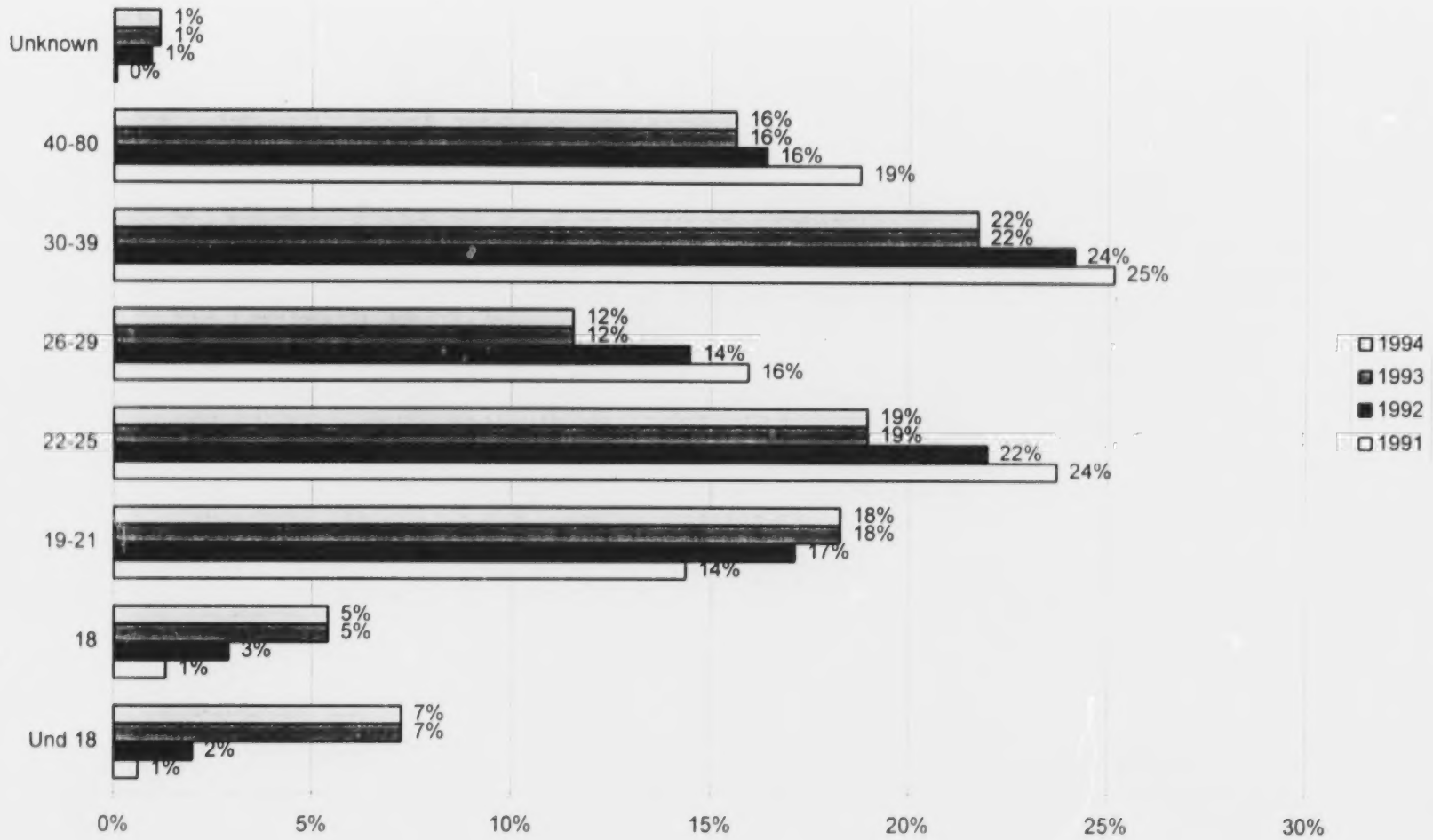
The majority of the student's age at Compton Community College are concentrated mostly among people in their mid twenties, though the graph does not represent that variable because there are three age groups for those in their twenties.

According to the current setup at Compton Community College, in the last four years, there has been a minor increase for those students in the ages 19-21, and declines for the age groups 22-25, 26-29, and 30-39. Within the age groups assembled, the three largest age groups are 19-21,22-25 and 30-39, 924, 959 and 1100 respectively for 1994 and have been since 1991, except for 1991 when those in the 26-29 were at 876 students.

Apart from students in their mid-twenties, the second largest age group are those from 30-39. From 1991, this group has been declining, similar to those in the twenties, nonetheless.

source: **Management Information Systems**, 1994, Compton College.

## Student Age
## Fall 1991-1994



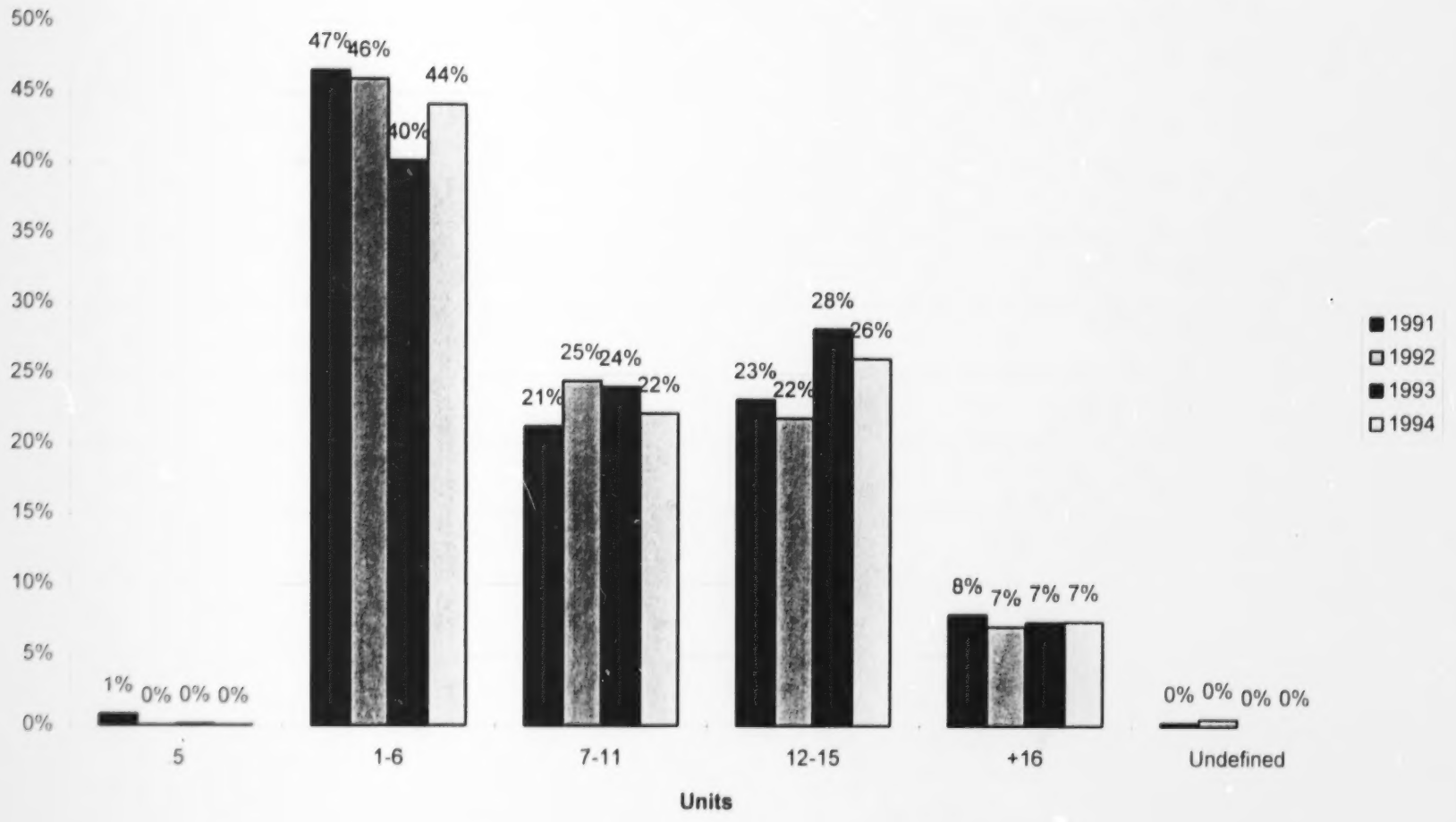
## Full/Part-Time
## Fall 1991-1994

More than 50% of the students enrolled at Compton Community College are taking 11 units or under. The largest category of part-time students fall within the 1-6 units category at 44%, followed by 7-11 units at 22% for fall 1994. Since 1991, this has been the dominant pattern, however in 1991 and 1992 the percentage of part-time students was larger due to the fact that there were more students overall.

Students taking 12 units or more have remained constant numerically at 1296 from fall 1993 of 1306, though percentage wise, the percent is lower 28% to 26%. Students taking 16 units or more have increased numerically by 27 as of fall 1993 from 339 to 366, however are far below the 433 and 402 of 1991 and 1992. Once again, 1991 and 1992, had greater amounts of students incomparison to 1993 and 1994.

source: **Management Information Systems**, 1994, Compton College

## Full/Part-Time
## Fall 1991-1994



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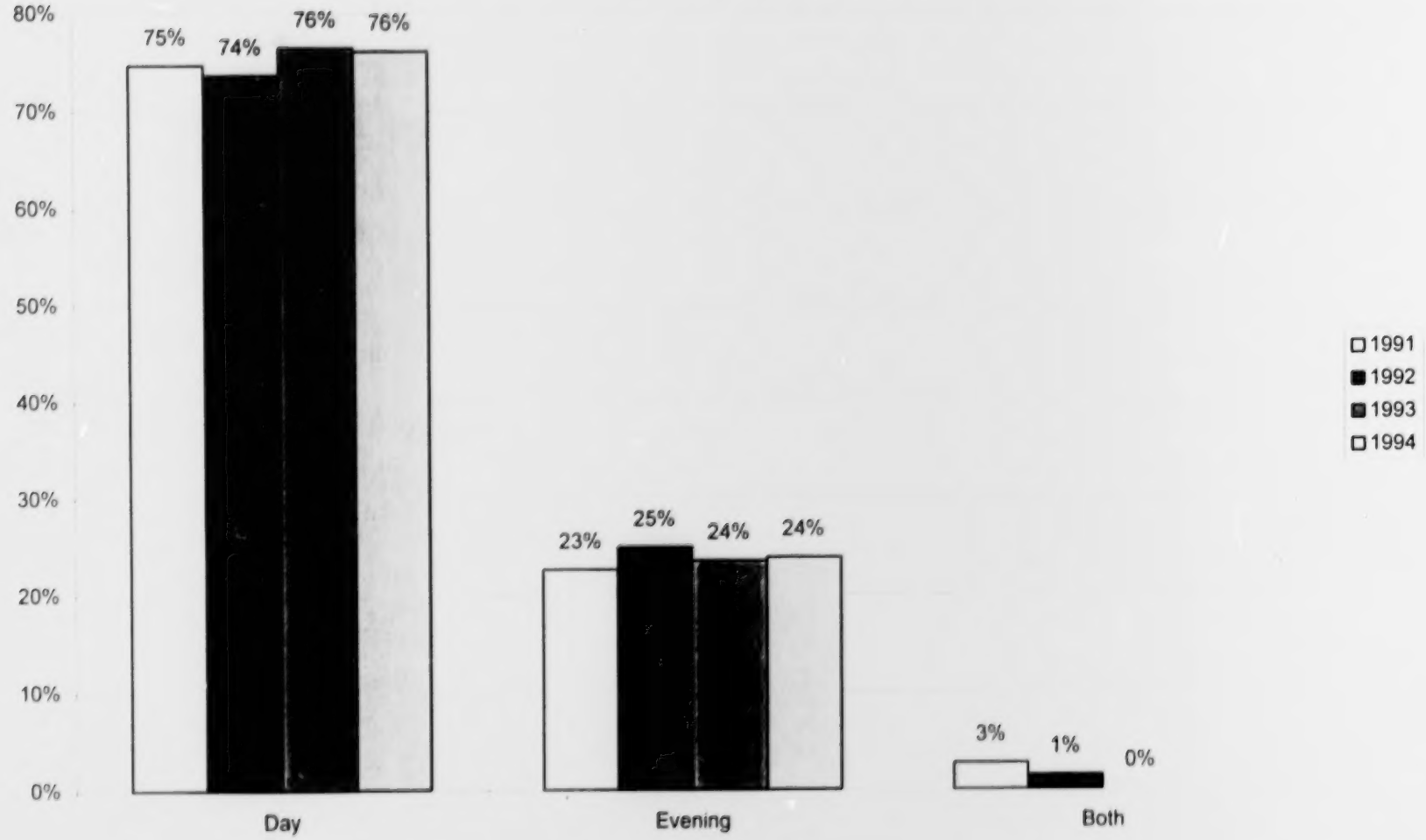
## Day/Evening Comparison
## Fall 1991-1994

The majority of the students at Compton Community College are day versus evening students. From 1991, day students have comprised 76% of the total student population incomparison to 24% for evening students.

Occasionally in 1991 and 1992, there was a combination of day and evening students, however this is not the norm.

source: **Management Information Systems**, 1994, Compton College.

## Day/Evening Comparison
## Fall 1991-1994



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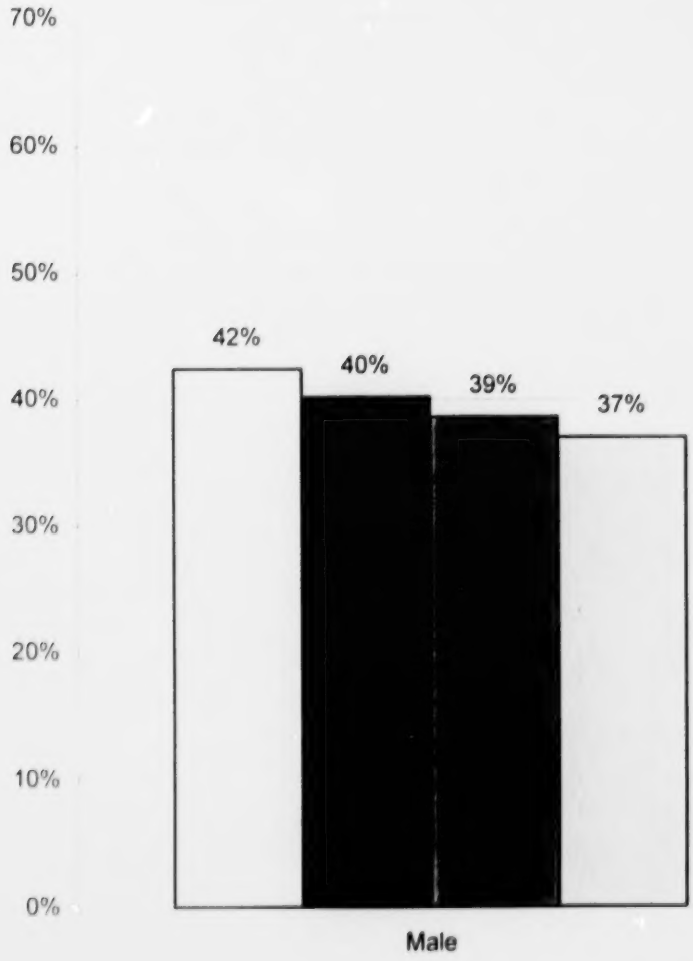
## Gender
## Fall 1991-1994

Compton Community College from 1991 to the present has and is female majority. From 1991, females have increased exponentially from 58% to 63%, while males have decreased exponentially from 42% to 37%.

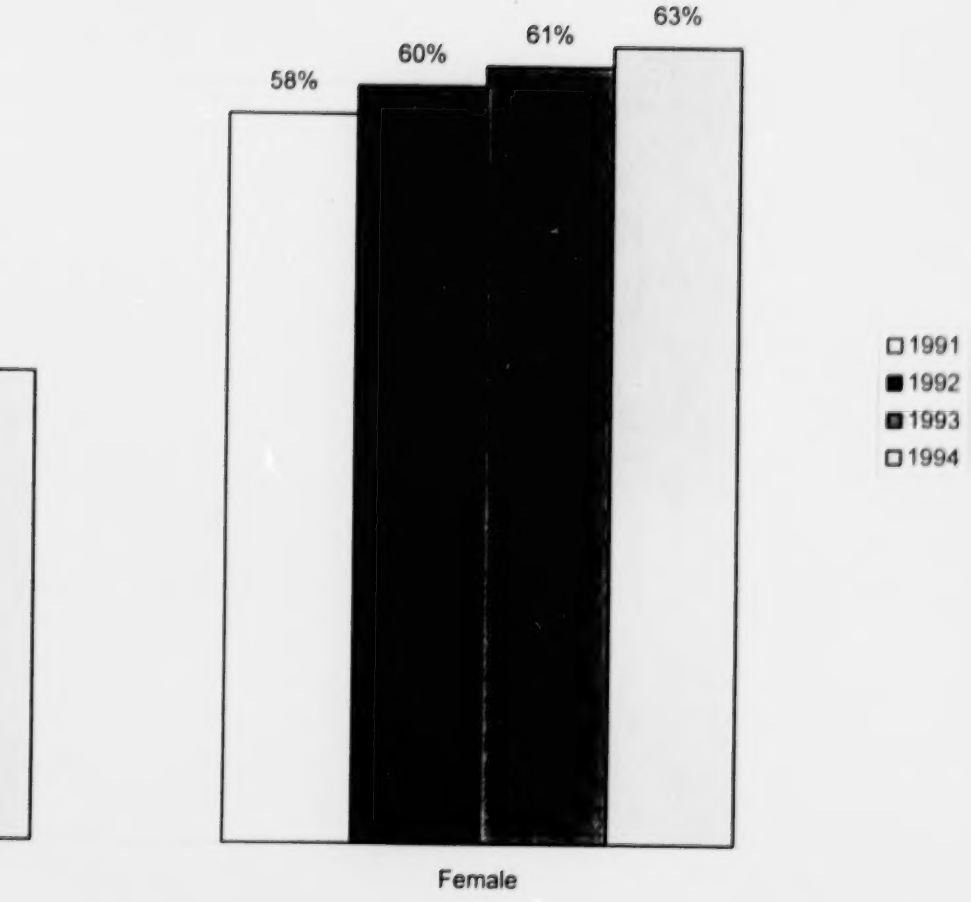
This graph suggests that Compton College needs to cater to its female population, however, it must also develop a comprehension and systematic recruitment plan for males.

source: **Management Information Systems**, 1994, Compton College.

Fal



**Gender**
**Fall 1991-1994**



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## Educational Objective
## Fall 1991-1994

The majority of the students that come to Compton Community College are here for the purpose of obtaining a B.A. degree after completing a 2-year degree. This category from 1991 has had the largest percentage when referring to educational objectives, ranging from 26%, 29%, and 30%. For 1994, the percentage stands at 22%, however the Records Office has not completed updating all the student files and thus, there exist 20% of students unaccounted for. The same holds true for all the other categories that are also probably undercounted for.

The other educational objectives that students come to Compton College for are:

*Discover/formulate career interest, plans/goals

*Prepare for a new career(acquire job skills)

Both of these categories had its highest point in 1991, with 15% and 14% respectively, however by 1993, they had descended to 8% and 11%, simultaneously, there has been no increase in other categories. This can be related to the high number of students that did not come or return to Compton College in fall, 1993 (See table on Credit Students, Fall 1993).

The least chosen educational objectives are as follows:

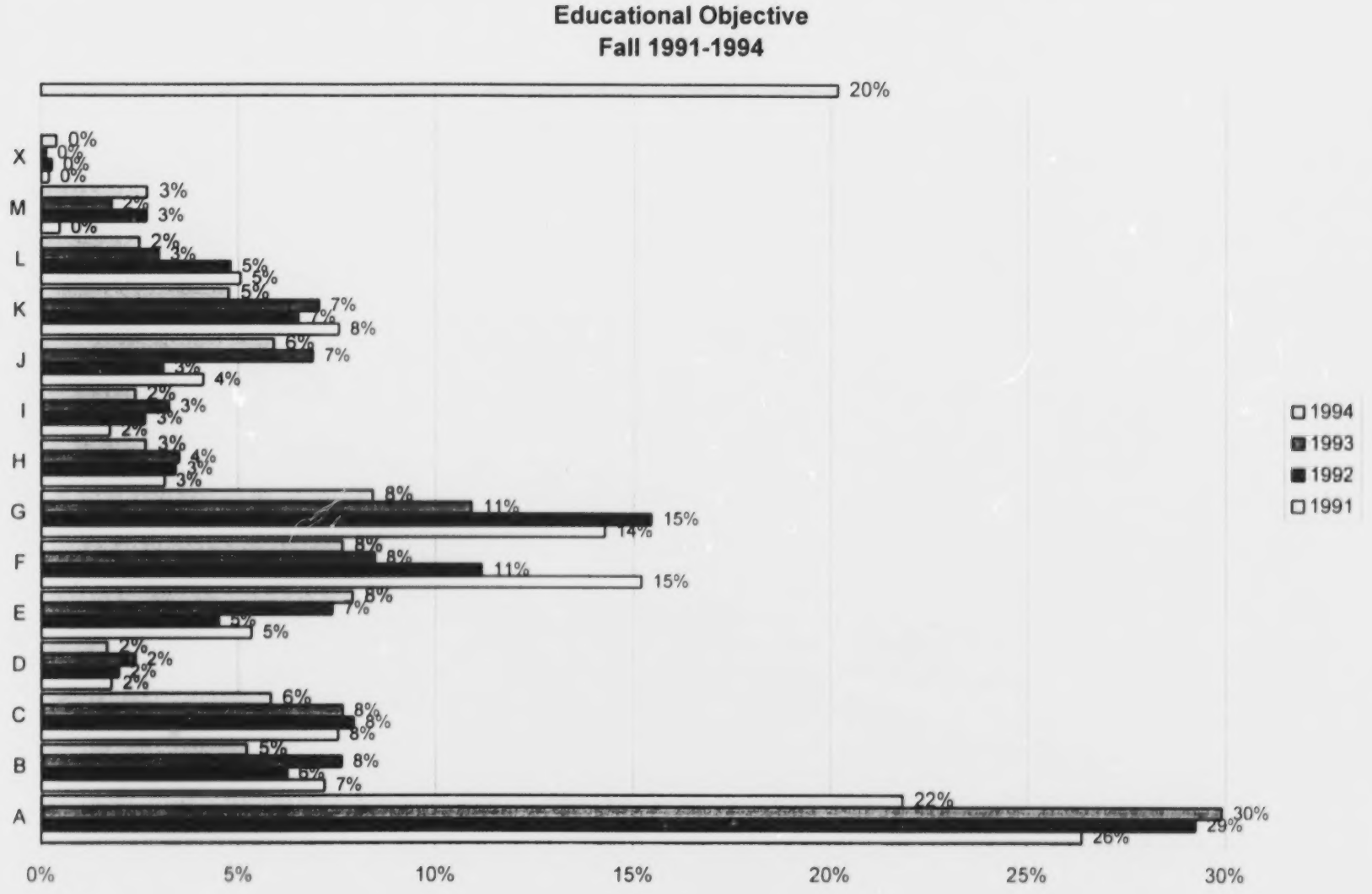
*Obtain a 2-year vocational degree without transfer
*Advance in current job/career(enhance skills)
*Maintain certificate or license(e.g., Nursing, Real Estate)
*Educational Development(Cultural, Intellectual)
*Complete credits for high school diploma or GED
*Undecided on Goal

All of the objectives mentioned above have never been above 4% from 1991 to the present.

source: **Management Information Systems**, 1994, Compton College.

## Educational Objective

(A) Obtain a B.A. degree after completing a 2-year degree
(B) Obtain a B.A degree w/o a 2-year degree
(C) Obtain a 2-year associate's degree w/o transfer
(D) Obtain a 2-year vocational degree w/o transfer
(E) Earn a vocational certificate w/o transfer
(F) Discover/formulate career interest, plans/goals
(G) Prepare for a new career (acquire job skills)
(H) Advance in current job/career (update skills)
(I) Maintain certificate or license (e.g. Nursing, Real Estate)
(J) Educational development (intellectual, cultural)
(K) Improve basic skills in English, reading or math
(L) Complete credits for high school diploma or GED
(M) Undecided goal



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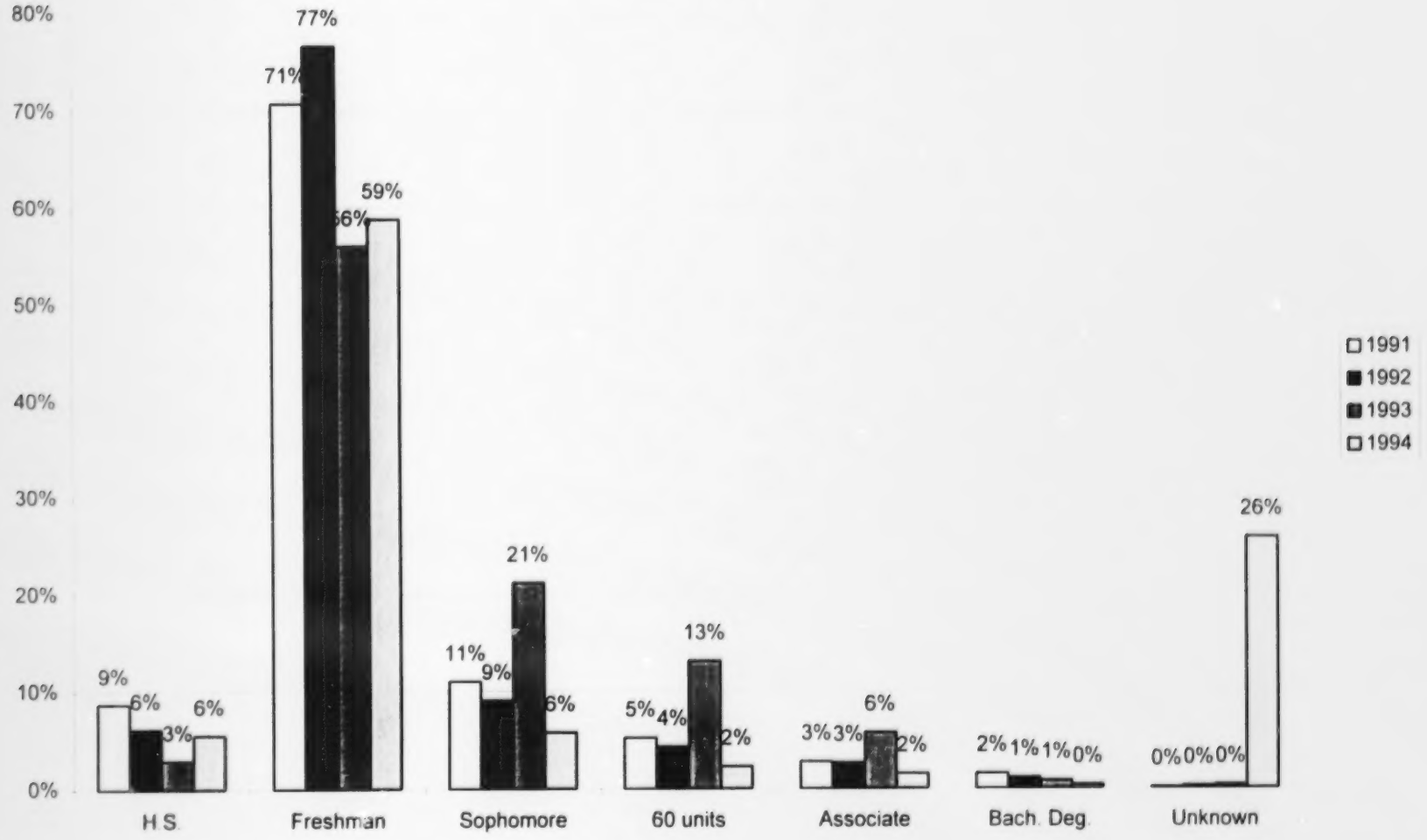
## Student Level
## Fall 1991-1994

From 1991 to the present, ranging from 71% to 59%, the majority of the students have been and currently are freshman, while sophomores comprised only 11%, 9% and a high of 21% for fall 1993. Data for fall 1994 is still being compiled by the Records Office. Nonetheless, there was an increase of fall 1993 sophomores from 9% in 1992 to 21%.

The high number of freshmen are probably related to the amount of units students have taken, mostly under 12. Thus, there exist a scenario in which students have probably been at Compton College for three years and are still classified as freshmen because they have not completed enough units to be qualified as sophomores.

source: **Management Information Systems**, 1994, Compton College.

## Student Level
## Fall 1991-1994



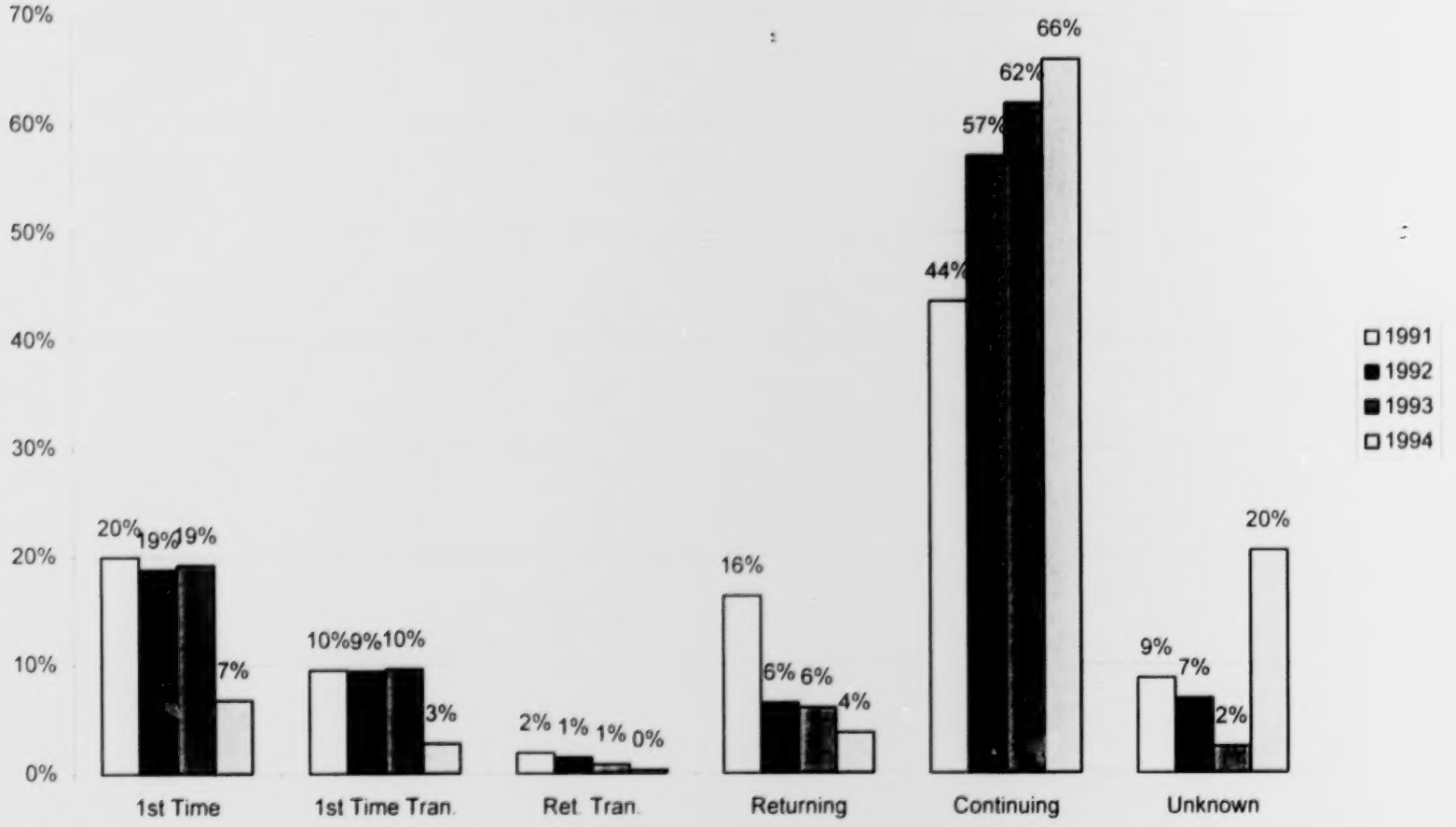
## Enrollment Status
## Fall 1991-1994

As mentioned in the section on student level, most of the students at Compton College are freshmen, however when comparing to enrollment status, the majority of the students are continuing students. From 1991, continuing students have increased from 44%, 57%, 62% and 66%, while 1st time students have remained constant at 20% from 1991 to 1993. Data is still being tabulated for fall 1994.

When comparing continuing students to freshmen, one will notice most students at Compton College have been here for some time and still have not completed 36 units or the units needed to be considered sophomores. Moreover, one can compare to the number of students taking 11 units or under and comprehend why this scenario exists (see table on Full/Part-Time).

source: **Management Information Systems**, 1994, Compton College.

## Enrollment Status
## Fall 1991-1994



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## Student Sex By Race/Ethnicity
## Fall 1994

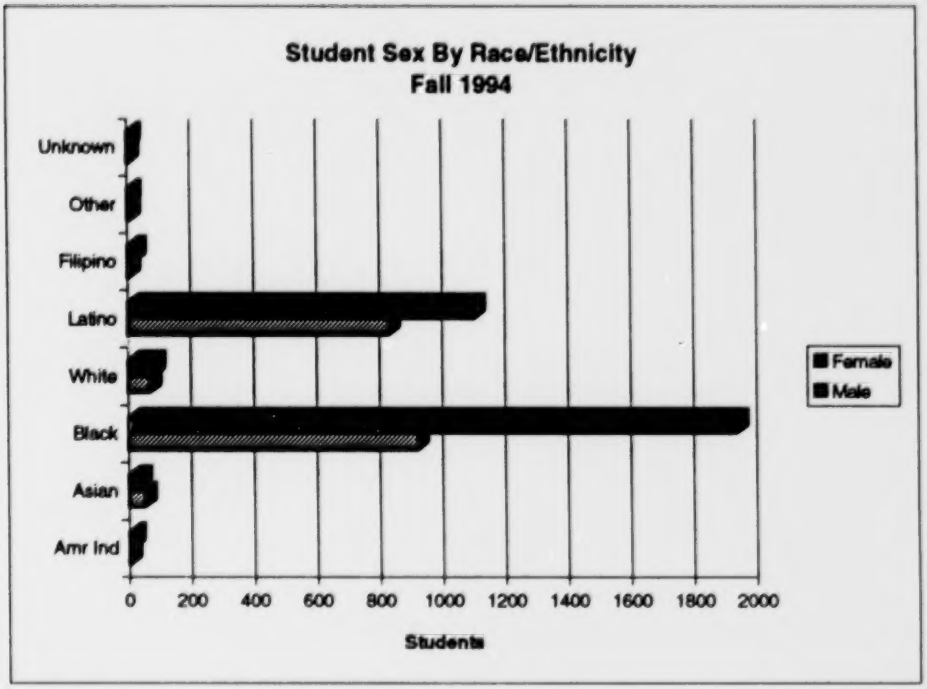
In comparison to Fall 1993, Compton College has had a student body increase of 500 students. Of the 500 new students, 237 are Latino, 168 are Black, 58 are Whites and the remaining Asian or in the Unknown category.

In reference to student sex by race/ethnicity, the total number of students have increased as mentioned previously, however Black females and males and Latinos and Latinas have increased proportionately. For example, Black males have grown from 758 to 920, Latinos from 683 to 829, Latinas from 844 to 1102 and Black females from 1572 to 1936. This is a positive increase among the two largest racial/ethnic group. Whites ironically had a minor increase in males students (12), however in comparison to females this figure has increased almost 100% (from 28 to 83).

In terms of race and gender, Black females outnumber Black males 2 to 1, Latinos and Latinos also 2 to 1. When comparing the second largest group in terms of race and gender, Latinas are the second largest group with 1102, followed by Black males at 920 and Latinos at 829. Thus, the ratio among Black males, Latinas and Latinos is 1 to 1. When adding both racial groups based on gender, females outnumber males by 900 students.

source: **Management Information Systems,** Fall 1994, Compton Community College.

## COMPTON COMMUNITY COLLEGE




### Student Sex By Ethnicity Fall 1994

| Ethnic | Male | Female | Total |
|---|---|---|---|
| Amr Ind | 4 | 14 | 18 |
| Asian | 51 | 37 | 88 |
| Black | 920 | 1936 | 2856 |
| White | 69 | 83 | 152 |
| Latino | 829 | 1102 | 1931 |
| Filipino | 5 | 24 | 29 |
| Other | 8 | 10 | 18 |
| Unknown | 4 | 9 | 13 |

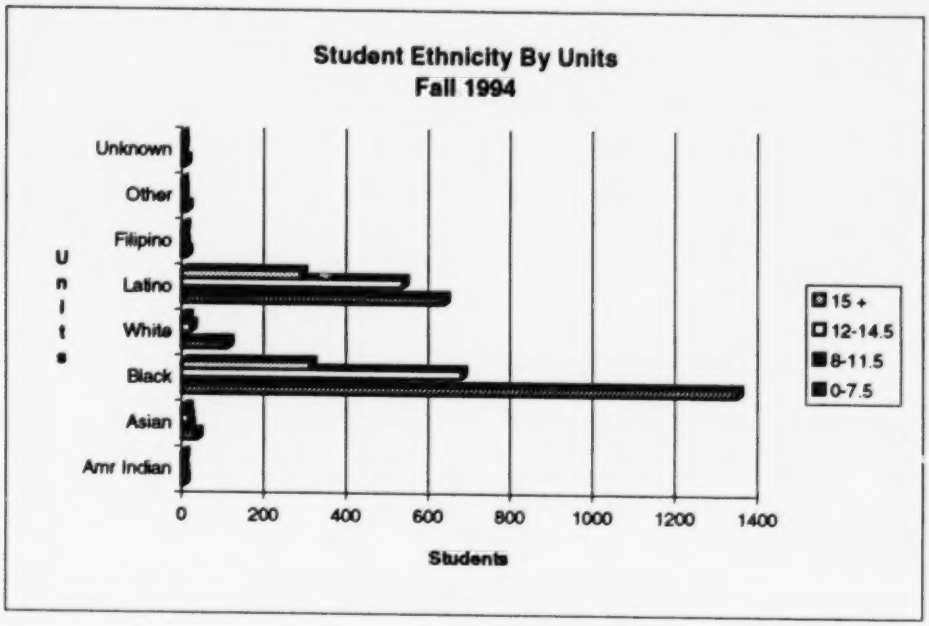
## Student Race/Ethnicity By Units
## Fall 1994

The highest group of students taking 12 or more units are Black students with 681, followed by Latinos with 539. This is a 40% increase from Fall 1993 of students taking 12 units or more. When analyzing 15 or more units, Blacks are the majority with 313, followed by Latinos with 297 students. In comparison to Fall 1993, there has been an increase of 100% among both groups, Blacks especially had an increase of 212 students from 101 and Latinos of 135 from 156. These are very important figures because the increase in full time students will increase overall FTES units.

**In Fall 1993, there were 495 full time Latino students and 492 full time Black students, both of these numbers have almost doubled. Blacks now have the largest racial/ethnic group of full time students at 994, followed by Latinos with 830.**

In terms of students taking 11 units and under remain the same at around 3000 students. The largest group of part-time students are within the 0-7.5 unit category at 2179, comparable to Fall 1993.

Source: **Management Information Systems**, Fall 1994. Compton Community College.




## Race/Ethnicity by Units
## Fall 1994

| Ethnic | 0-7.5 | 8-11.5 | 12-14.5 | 15 + |
|---|---|---|---|---|
| Amr Indian | 6 | 5 | 2 | 5 |
| Asian | 38 | 19 | 17 | 14 |
| Black | 1351 | 511 | 681 | 313 |
| White | 112 | 4 | 23 | 13 |
| Latino | 639 | 462 | 539 | 291 |
| Filipino | 12 | 6 | 4 | 7 |
| Other | 12 | 2 | 3 | 1 |
| Unknown | 9 | 1 | 2 | 1 |
| Total | 2179 | 1010 | 1271 | 645 |

| Total |
|---|
| 18 |
| 88 |
| 2856 |
| 152 |
| 1931 |
| 29 |
| 18 |
| 13 |
| 5105 |

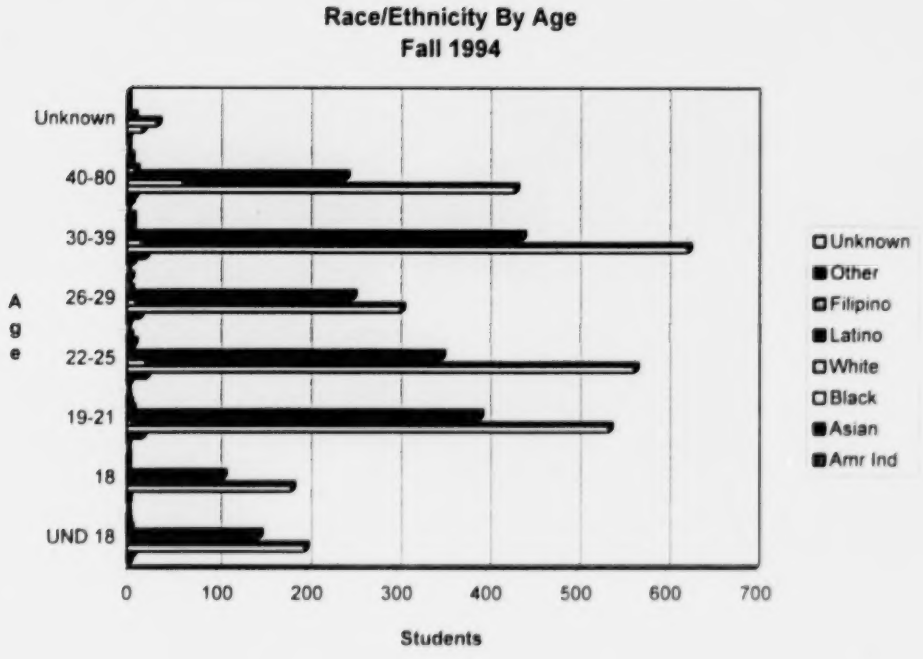
## Student Race/Ethnicity By Age
## Fall 1994

Analyzing student race/ethnicity by age is vital because one is able to understand what population is being educated. Statistically, the average age at Compton College is 25 years old, though the graph does not indicate that mean because there exist too many age groups between 18 and 28.

If one groups 19-21, 22-25 and 26-29, the majority of the students at Compton College are in their 20's. This is important to understand because the trend at community colleges has been that the average age and duration of a student has increased due to multiple factors, especially economics.

The same characteristics exist for Black and Latino students, with the only difference being that there are more Black students. Even in the 30-39 age group, the large amount of students attending is comparable between Blacks and Latinos. In other words, both groups seem to be affected by similar circumstances.

Source: **Management Information Systems**, Fall 1994. Compton Community College.




Race/Ethnicity By Age
Fall 1994

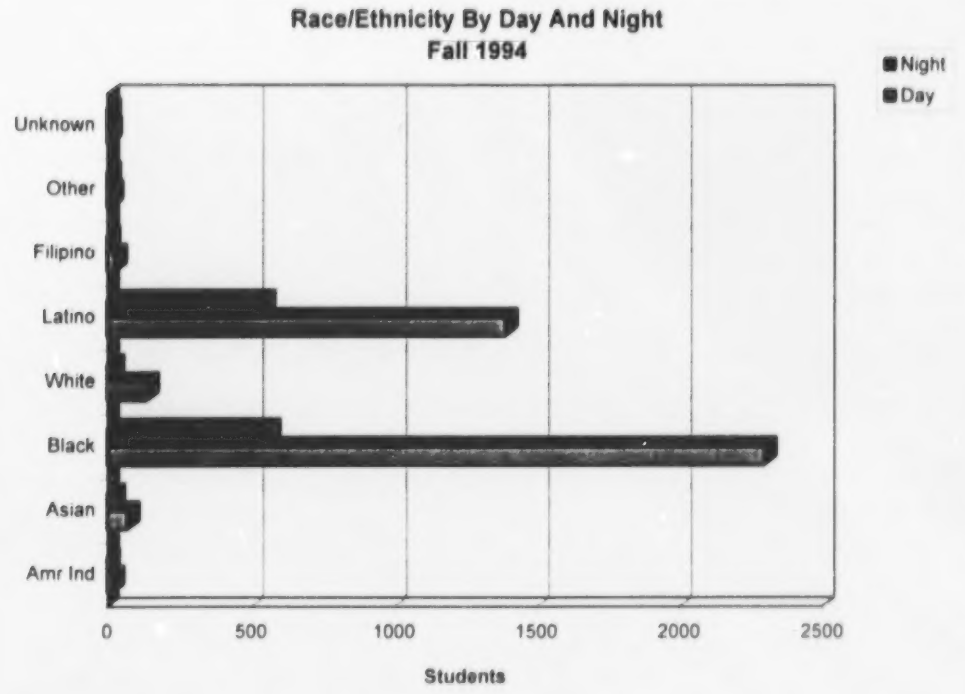
| Age | UND 18 | 18 | 19-21 | 22-25 | 26-29 | 30-39 | 40-80 | Unknown |
|---|---|---|---|---|---|---|---|---|
| Amr Ind | 2 | 1 | 1 | 2 | 2 | 6 | 4 | 0 |
| Asian | 6 | 1 | 17 | 21 | 14 | 20 | 8 | 1 |
| Black | 197 | 182 | 536 | 565 | 304 | 624 | 431 | 17 |
| White | 2 | 2 | 6 | 21 | 10 | 16 | 62 | 33 |
| Latino | 146 | 106 | 392 | 349 | 250 | 439 | 242 | 7 |
| Filipino | 3 | 0 | 5 | 4 | 3 | 5 | 9 | 0 |
| Other | 1 | 0 | 2 | 7 | 0 | 5 | 3 | 0 |
| Unknown | 0 | 0 | 0 | 2 | 3 | 5 | 3 | 0 |

## Student Race/Ethnicity By Day And Night
## Fall 1994

Compton Community College day students comprise 76% of the total student population. In reference to the two largest racial/ethnic groups on campus, Blacks and Latinos, the same pattern exists in relation to the total student body population.

During the day, there are 2297 Black and 1390 Latino students. Blacks outnumber Latinos by 907 students, however when comparing evening students among Blacks and Latinos, they are almost equal in numbers 559 and 541.

Source: **Management Information Systems**, Fall 1994. Compton Community College.




Race/Ethnicity By Day/Night
Fall 1994

| Race/Eth | Day | Night | Total |
|---|---|---|---|
| Amr Ind | 17 | 1 | 18 |
| Asian | 69 | 19 | 88 |
| Black | 2297 | 559 | 2856 |
| White | 136 | 16 | 152 |
| Latino | 1390 | 541 | 1931 |
| Filipino | 26 | 3 | 29 |
| Other | 13 | 5 | 18 |
| Unknown | 8 | 5 | 13 |

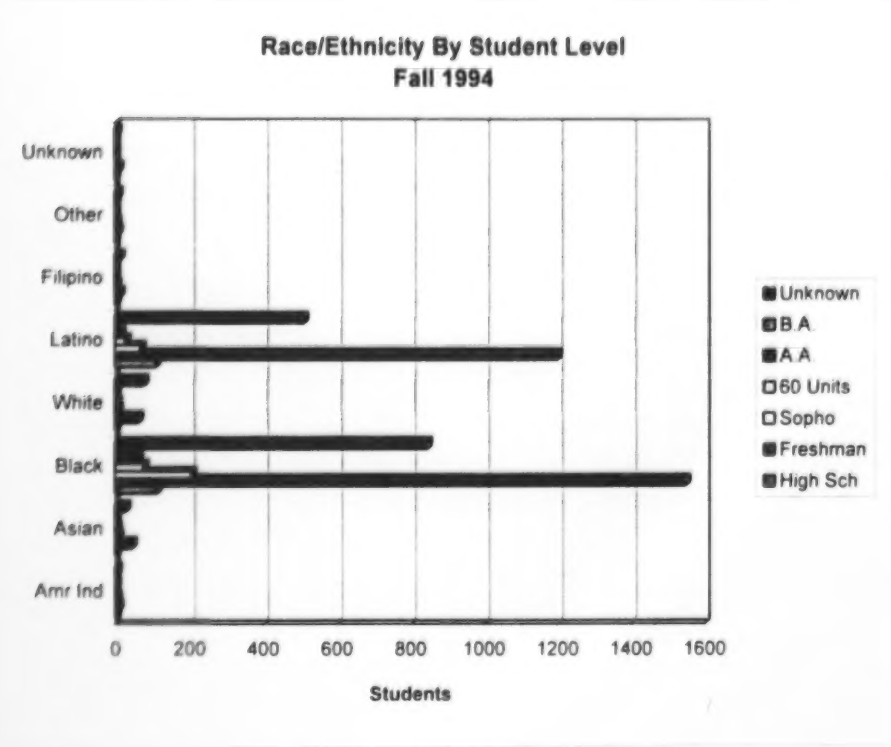
## Student Race/Ethnicity By Student Level
## Fall 1994

The majority of the students at Compton College are freshman whether Black or Latino. There are 112 Black and 109 Latino students that are still in high school, very few sophomores or individuals with more than 60 units, some students with an A.A. degree and a few with Bachelor of Arts degrees.

As previously mentioned, the majority of students are freshman with 1548 Blacks and 1199 Latinos. The high number of freshmen are also related to the large number of students taking 1-6 units. Under 1993 student information, the same characteristic existed with the majority of the students at Compton taking 1-6 units.

"Unknown" is also an important category to mention because after freshman, the largest number exist in this category. "Unknown" probably skews the other categories because students should be allocated according to the amount of units they have.

Source: **Management Information Systems**, Fall 1994. Compton Community College.




Race/Ethnicity By Student Level
Fall 1994

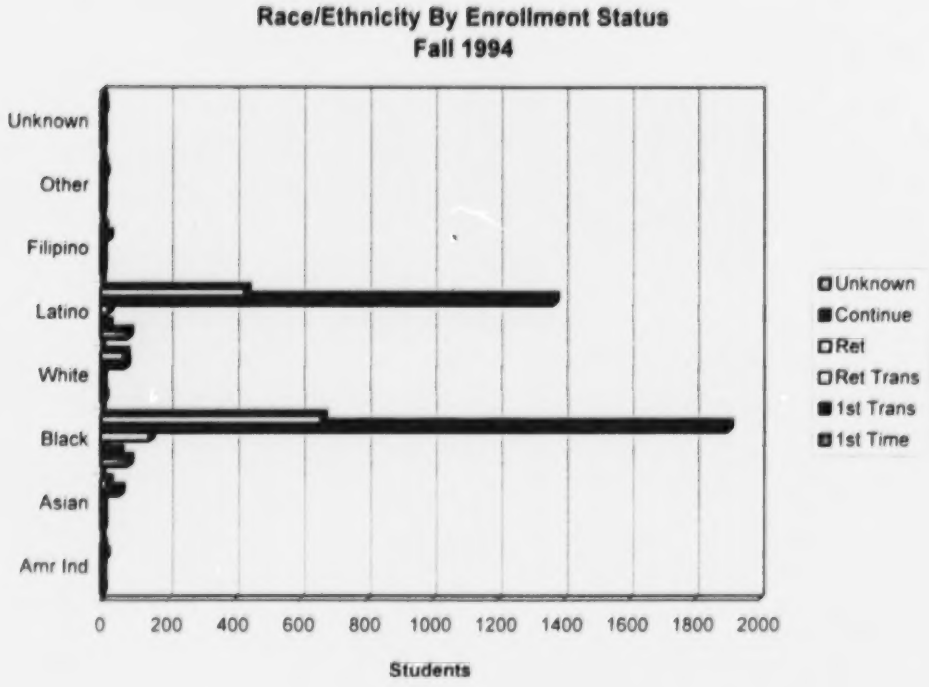
| Stu-Level | High Sch | Freshman | Sopho | 60 Units | A.A. | B.A. | Unknown |
|---|---|---|---|---|---|---|---|
| Amr Ind | 1 | 8 | 4 | 0 | 1 | 0 | 4 |
| Asian | 3 | 44 | 8 | 4 | 1 | 1 | 27 |
| Black | 112 | 1548 | 205 | 76 | 61 | 9 | 845 |
| White | 2 | 61 | 7 | 5 | 0 | 2 | 75 |
| Latino | 109 | 1199 | 68 | 28 | 14 | 4 | 509 |
| Filipino | 2 | 12 | 3 | 0 | 0 | 0 | 12 |
| Other | 0 | 7 | 3 | 0 | 0 | 1 | 7 |
| Unknown | 0 | 9 | 0 | 0 | 0 | 0 | 4 |

## Student Race/Ethnicity By Enrollment Status
## Fall 1994

The majority of the students at Compton Community College are continuing students whether Black or Latino. Black and Latino continuing students comprise 64% of the total student body population.

The second largest category under enrollment status is in "unknown". This category informs the college that there are an additional 1000 students that do not know where they belong and probably skews the other categories such as "returning or 1st time".

Source: **Management Information Systems**, Fall 1994. Compton Community College.




Race/Ethnicity By Enrollment Status
Fall 1994

| Enrollment | 1st Time | 1st Trans | Ret Trans | Ret | Continue | Unknown |
|---|---|---|---|---|---|---|
| Amr Ind | 2 | 0 | 0 | 1 | 12 | 3 |
| Asian | 3 | 3 | 2 | 4 | 56 | 20 |
| Black | 81 | 52 | 7 | 147 | 1903 | 666 |
| White | 7 | 1 | 0 | 3 | 71 | 70 |
| Latino | 80 | 19 | 2 | 23 | 1372 | 435 |
| Filipino | 0 | 1 | 0 | 1 | 21 | 6 |
| Other | 1 | 0 | 0 | 3 | 10 | 4 |
| Unknown | 1 | 1 | 0 | 0 | 7 | 4 |

## Student Race/Ethnicity By Higher Education Code
## Fall 1994

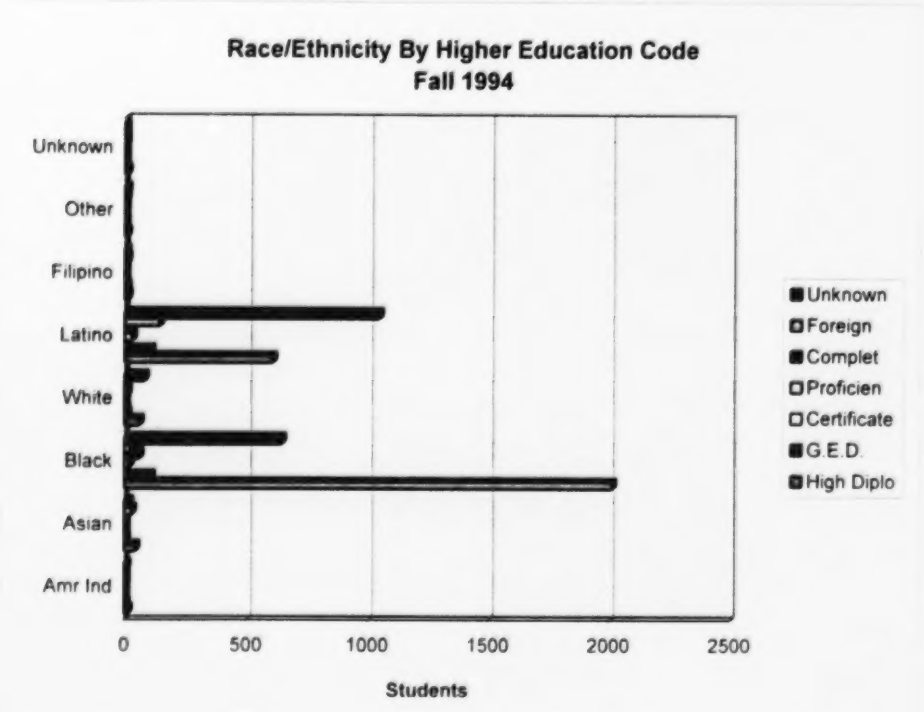
Student race/ethnicity by higher education code clearly distinguishes among our students who have graduated from high school or have a foreign degree. Among the Black students, 2010 have received their high school diplomas in comparison to Latinos who only account for 604. The ratio of high school diplomas received from Blacks to Latinos is 3 to 1.

In reference to G.E.D., Blacks and Latinos are equal at 104, however, this indicates that the majority of the students attending Compton College, especially among Blacks, have completed the most important years of education. Latinos, indicate that one-third have completed high school, however, there are another 1044 in the unknown category. This number indicates that there are different populations within the Latino student body that must be attended differently.

The probable difference is that most of the 1044 Latinos were not raised in the United States and hence have different educational backgrounds, in comparison to Latinos that have been raised and educated in the United States.

There is also another miscue with "Unknown" in reference to Blacks, that most likely skews the other columns because this number includes 642 individuals, that some how leaves people unaccounted for.

Source: **Management Information Systems**, Fall 1994. Compton Community College.




Race/Ethnicty By Higher Education Code
Fall 1994

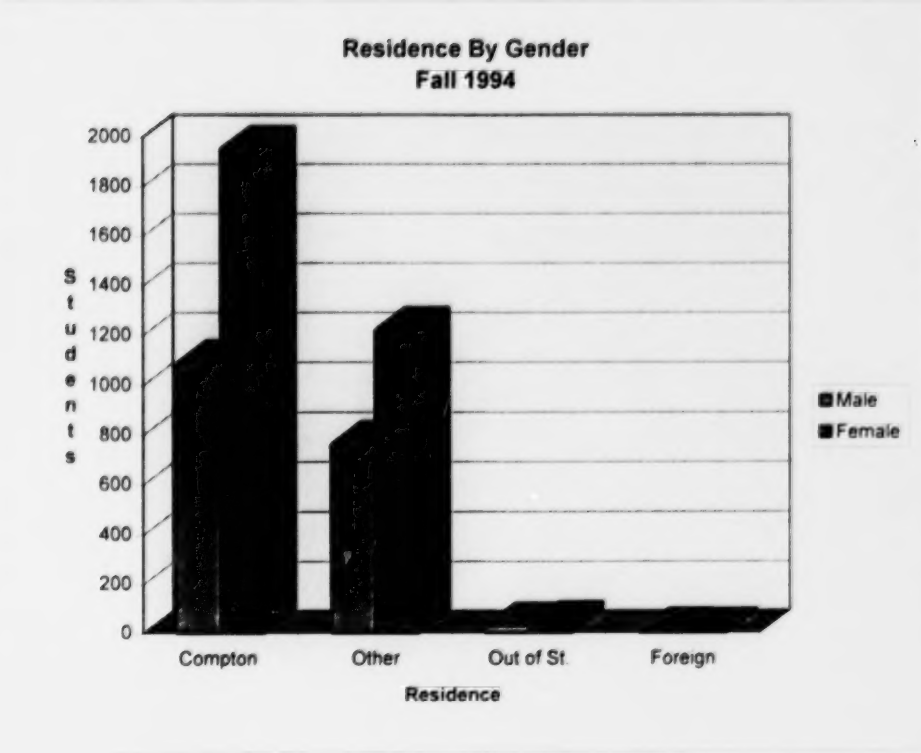
| High Ed | High Diplo | G.E.D. | Certificate | Proficien | Complet | Foreign | Unknown |
|---|---|---|---|---|---|---|---|
| Amr Ind | 11 | 1 | 0 | 0 | 1 | 0 | 5 |
| Asian | 41 | 2 | 0 | 0 | 1 | 28 | 16 |
| Black | 2010 | 104 | 1 | 19 | 57 | 23 | 642 |
| White | 57 | 6 | 0 | 0 | 7 | 5 | 77 |
| Latino | 604 | 104 | 0 | 29 | 9 | 141 | 1044 |
| Filipino | 10 | 6 | 0 | 0 | 0 | 8 | 5 |
| Other | 6 | 0 | 0 | 0 | 0 | 5 | 7 |
| Unknown | 9 | 0 | 0 | 0 | 2 | 1 | 1 |

## Residence By Gender
## Fall 1994

Residence for student purposes is no longer a criteria for which to attend Compton College. Nonetheless, understanding residence for educational planning is a vital issue because it could provide information in terms of how the college is attracting or not attracting local students.

Overall, 60% of the students that attend Compton College are from within the Compton Community College District, 39% are from outside the district and the remaining 2% are Out of State or Foreign students. In terms of gender within each residence category, 67% females and 33% males come from within the district and under "Other", 62% are females and 38% are males. Similar to other areas of study, this graph demonstrates that Compton College is a majority female environment.

source: **Management Information Systems,** Fall 1994, Compton Community College.




Residence By Sex
Fall 1994

| Residence | Male | Female | Total |
|---|---|---|---|
| Compton | 1088 | 1952 | 3040 |
| Other | 762 | 1220 | 1982 |
| Out of St. | 31 | 36 | 67 |
| Foreign | 9 | 7 | 16 |

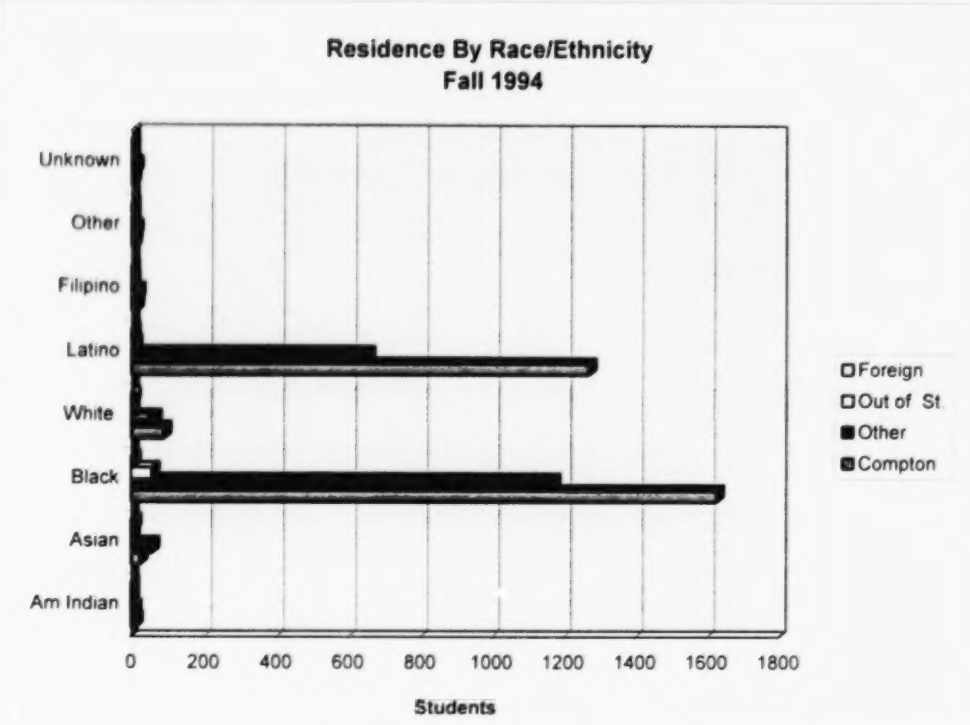
## Residence By Student Race/Ethnicity
## Fall 1994

Residence by student for fall, 1994 based on race/ethnicity is concentrated among Black and Latino students. In actual numbers, 1626 Black and 1270 Latino students are from the Compton Community College District. The ratio among both race/ethnicity groups is almost 1 to 1.

The second largest category of students are in the "Other" column, were there are 1170 Black and 652 Latino students. The ratio in this category is 2 to 1 led by Black students. When comparing within the "Compton" and "Other" category by race/ethnicity, there are 456 more Black students and 618 more Latino students in the "Compton" category.

Compton College is attracting both Black and Latino students from within and outside the district.

source: **Management Information Systems,** Fall 1994, Compton Community College.




Residence By Race/Ethnicity
Fall 1994

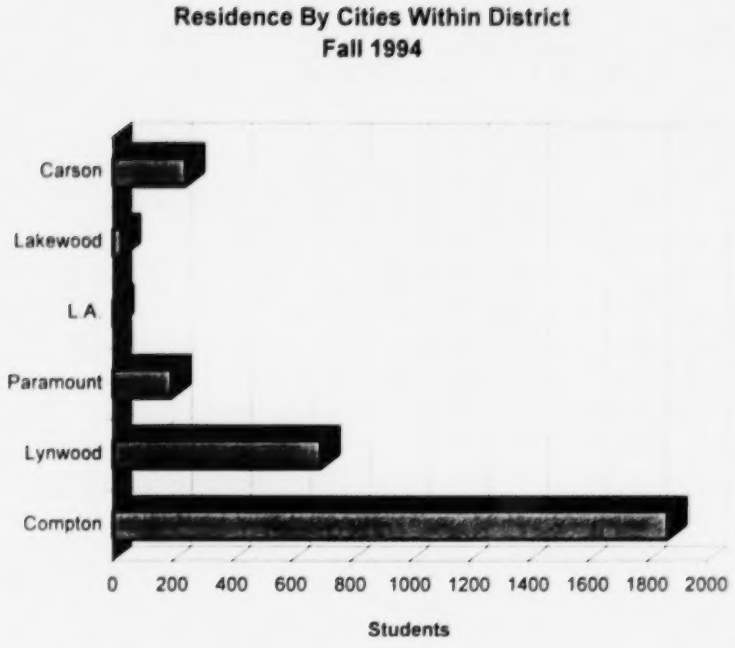
| Residence | Compton | Other | Out of St | Foreign | Total |
|---|---|---|---|---|---|
| Am Indian | 11 | 7 | 0 | 0 | 18 |
| Asian | 24 | 56 | 2 | 6 | 88 |
| Black | 1626 | 1170 | 56 | 4 | 2856 |
| White | 88 | 61 | 0 | 3 | 152 |
| Latino | 1270 | 652 | 7 | 2 | 1931 |
| Filipino | 12 | 16 | 1 | 0 | 29 |
| Other | 6 | 10 | 1 | 1 | 18 |
| Unknown | 3 | 10 | 0 | 0 | 13 |

## Residence By Cities Within District
## Fall 1994

According to the Compton College catalog, the Compton Community College District encompasses all or sections of the following cities, the City of Compton, the City of Lynwood, the City of Paramount, parts of the City of Carson, City of Lakewood and Los Angeles County section of Willowbrook.

According to Management Information System Office at Compton College, from a campus population of 5105, 37% (1868) of the student body population live in the City of Compton, 14% (699) live in the City of Lynwood, 5% (243) live in the City of Carson, 4% (197) live in the City of Paramount. There are also 28 students that live in the City of Lakewood and 5 in the Willowbrook area(Need actual zip code information).

source: **Management Information Systems,** Fall 1994, Compton Community College.




Residence By Cities Within District
Fall 1994

| Cities | Students |
|---|---|
| Compton | 1868 |
| Lynwood | 699 |
| Paramoun | 197 |
| L.A. | 5 |
| Lakewood | 28 |
| Carson | 243 |

# Compton College Staff

| | Full-time | | Part-time | |
|---|---|---|---|---|
| Classified | 100 | 48% | 13 | 100% |
| Class/Conf | 9 | 4% | 0 | 0% |
| Supervisory | 7 | 3% | 0 | 0% |
| Administration | 15 | 7% | 0 | 0% |
| Faculty | 76 | 37% | | 0% |
| | 207 | | 13 | |

Gender

| | Faculty | | | | Classified | | | |
|---|---|---|---|---|---|---|---|---|
| Male | 45 | 59% | 61 | 60% | 41 | 38% | 7 | 54% |
| Female | 31 | 41% | 41 | 40% | 68 | 62% | 6 | 46% |
| | 76 | | 102 | | 109 | | 13 | |

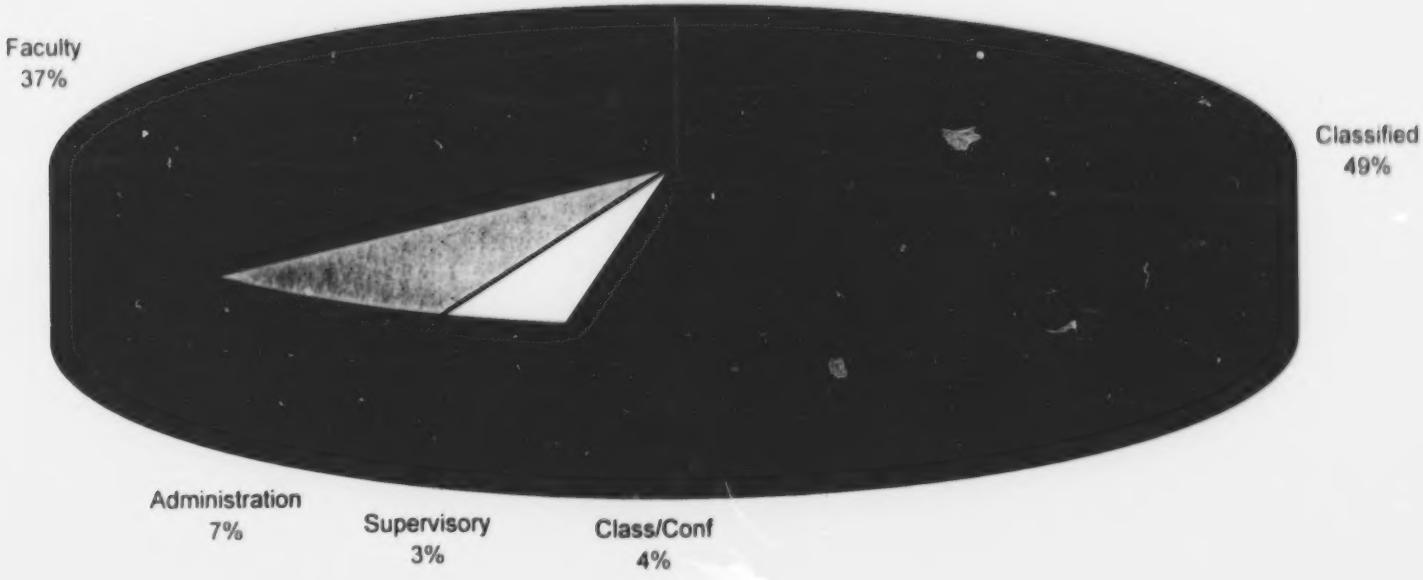
Ethnicity

| | Faculty | | | | Classified | | | |
|---|---|---|---|---|---|---|---|---|
| | Full-time | | Part-Time | | Full-time | | Part-time | |
| A. Indian | 0 | 0% | 1 | 1% | 0 | 0% | 0 | 0% |
| Black | 41 | 54% | 52 | 51% | 80 | 73% | 12 | 92% |
| Asian | 8 | 11% | 2 | 2% | 6 | 6% | 0 | 0% |
| Latino | 7 | 9% | 13 | 13% | 12 | 11% | 0 | 0% |
| Filipino | 0 | 0% | 1 | 1% | 3 | 3% | 1 | 8% |
| White | 20 | 26% | 33 | 32% | 8 | 7% | 0 | 0% |
| | 76 | | 102 | | 109 | | 13 | |

Age

| | Faculty | | | | Classified | | | |
|---|---|---|---|---|---|---|---|---|
| | Full-time | | Part-time | | Full-time | | Part-time | |
| 21-25 | 0 | 0% | 1 | 1% | 2 | 2% | 0 | 0% |
| 26-30 | 0 | 0% | 0 | 0% | 12 | 11% | 1 | 8% |
| 31-35 | 2 | 3% | 8 | 8% | 16 | 15% | 2 | 15% |
| 36-40 | 4 | 5% | 9 | 9% | 23 | 21% | 0 | 0% |
| 41-45 | 11 | 14% | 20 | 21% | 15 | 14% | 2 | 15% |
| 46-50 | 15 | 20% | 9 | 9% | 19 | 17% | 3 | 23% |
| 51-55 | 15 | 20% | 15 | 15% | 10 | 9% | 1 | 8% |
| 56-60 | 16 | 21% | 13 | 13% | 4 | 4% | 3 | 23% |
| 61-65 | 7 | 9% | 8 | 8% | 6 | 6% | 0 | 0% |
| 66-70 | 4 | 5% | 11 | 11% | 0 | 0% | 0 | 0% |
| +70 | 2 | 3% | 3 | 3% | 2 | 2% | 1 | 8% |
| | 76 | | 97 | | 109 | | 13 | |

## Compton College Staff



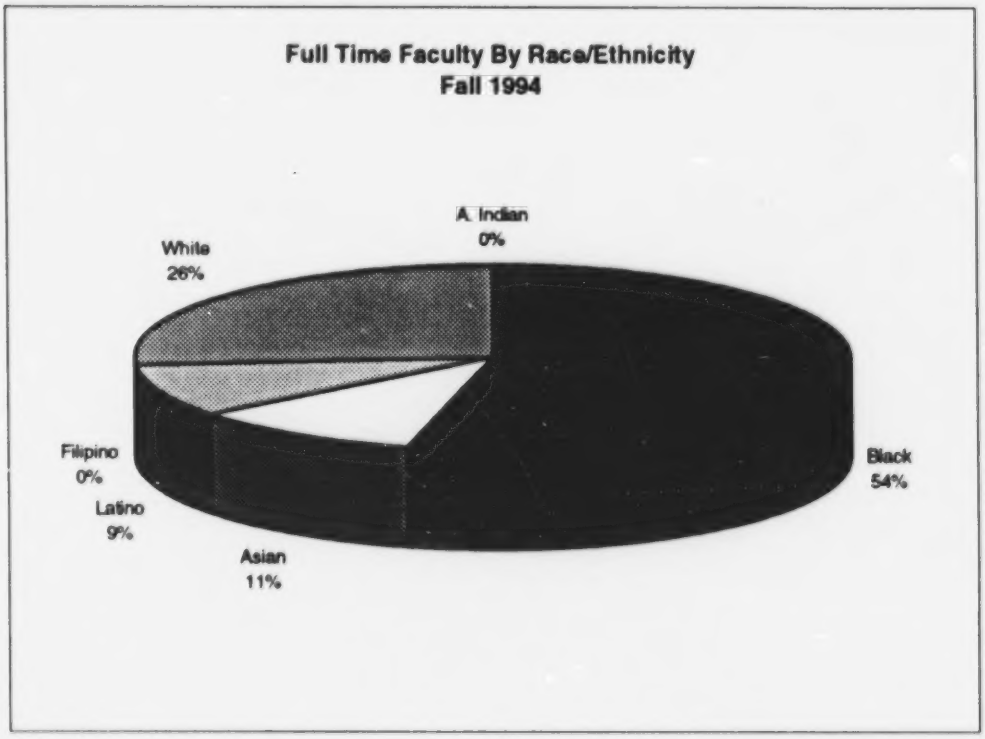
## Full Time Faculty By Race/Ethnicity

According to the Office of Human Resources, there are 76 full time and 102 part time instructors at Compton Community College. In reference to race/ethnicity of the faculty, 54% (41) are Black, 26% (20) are White, 11% (8) are Asian including Filipinos, 9% (7) are Latinos. In comparison to Adjunct faculty (See Table on Compton College Staff), 51% (52) are Black, 32% (33) are White, 13% (13) are Latino and 3% (3) Asian including Filipino.

The percentage of Black instructors towards Black students is comprable because both groups are the majority on campus, however when compared to other student groups, Latino faculty are not representative when compared to the Latino student body population (9% faculty-37% students). White and Asian faculty who comprise 26% and 11% of the 76 full time instructors represent adequately White (2%) and Asian (3%) students at Compton College.

source: **Office of Human Resources,** 1994, Compton Community College.

## Compton College



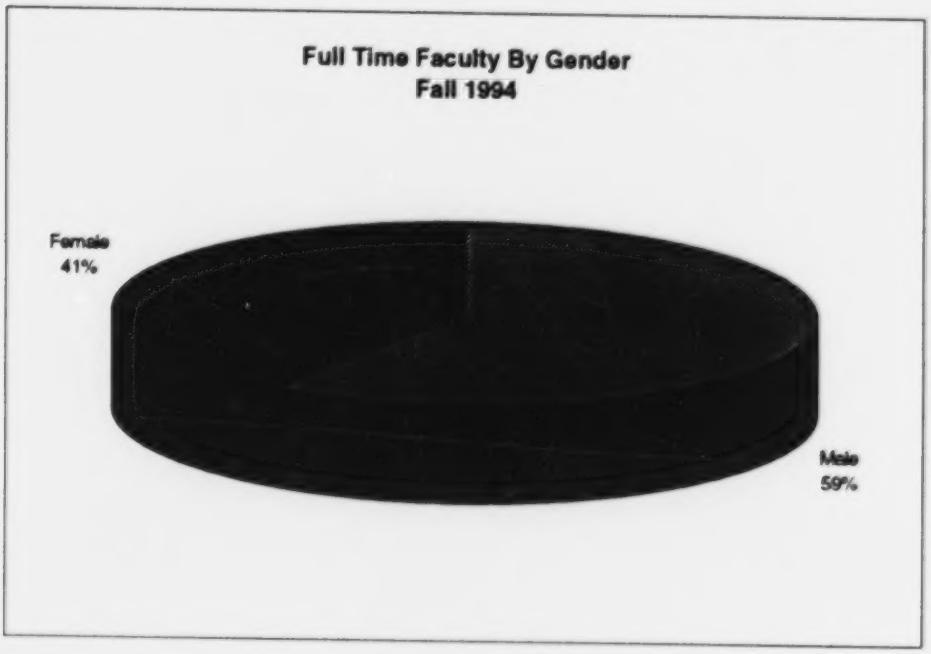

| Full Time Faculty | |
|---|---|
| A. Indian | 0 |
| Black | 41 |
| Asian | 8 |
| Latino | 7 |
| Filipino | 0 |
| White | 20 |

## Full Time Faculty By Gender

The gender breakdown of faculty at Compton College is 59% male and 41% female, the same percentages hold true for adjunct faculty 60% male and 40% female. Unlike Classified, faculty is male dominated, however in actual numbers its only by 14, though the percentage indicates a higher number.

source: **Management Information Systems,** 1994, Compton College.

## Compton College



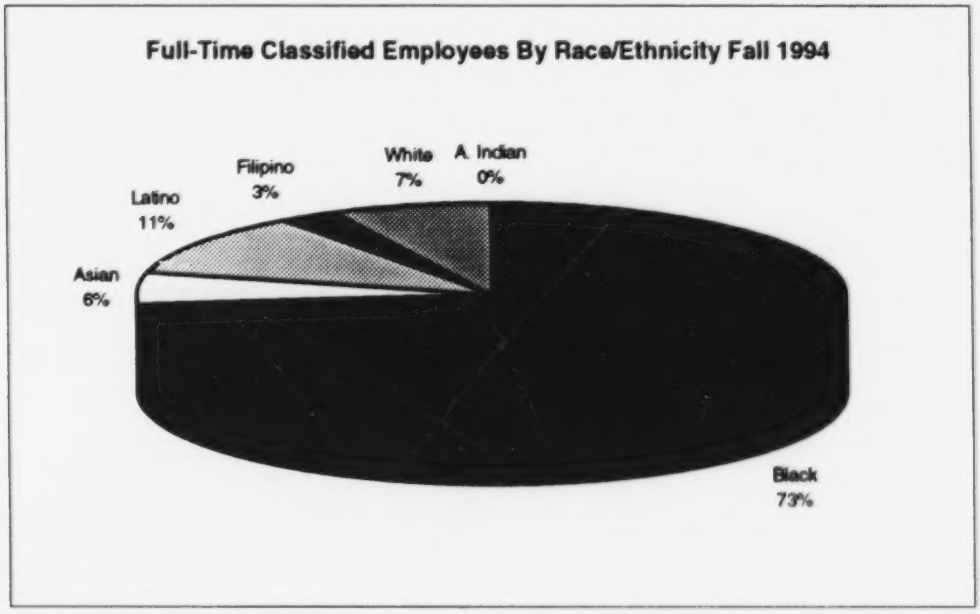

| Full Time Faculty | |
|---|---|
| Male | 45 |
| Female | 31 |

## Full Time Classified Employees By Race/Ethnicity

There are 109 full-time classified and 13 part-time employees at Compton Community College. In reference to race/ethnicity, 73% (80) of the employees are Black, followed by Latinos with 11% (12), Whites and Asians are 7% (8) and 6% (6) respectively.

source: **Management Information Systems,** 1994, Compton Community College.

# Compton College




| Full-Time Classified | |
|---|---|
| A. Indian | 0 |
| Black | 80 |
| Asian | 6 |
| Latino | 12 |
| Filipino | 3 |
| White | 8 |

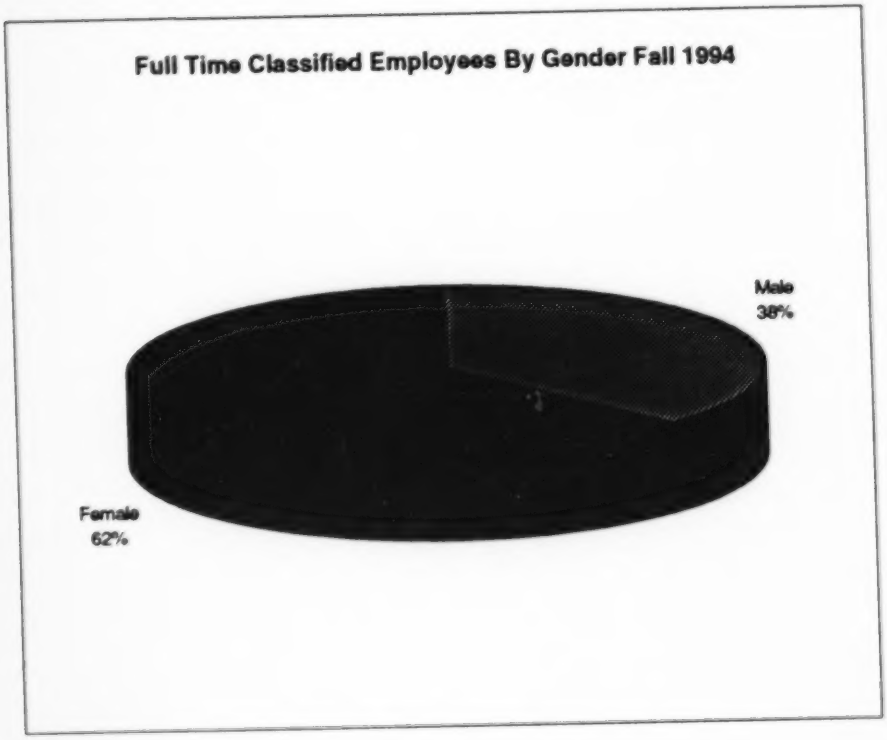
## Full Time Classified Employees By Gender

Out of 109 full time classified employees, 38% (41) are males, whereas, 62% (68) are females. Thus, Compton College is female majority in Classified unlike with Certificated, were males are 59% in comparison to 41% female instructors (See Table on Full Time Faculty By Gender).

Female majority in Classified is also tied into race/ethnicity, were Blacks are majority, however, female majority within Classified is better understood when comparing to the student body population. Black female students outnumber Black males, Latinos and Latinas almost in a 2 to 1 ratio (See Table on Gender and Ethnicity for Students). Females simultaneously outnumber men by 27 employment slots within Classified.

source: **Management Information System**, 1994, Compton Community College.

## Compton College




| Full Time Classified | |
|---|---|
| Male | 41 |
| Female | 68 |